

Editorial

Josephine Taylor*

GIST is quite pleased this issue to offer reports of research from the U.S., Latin America and Africa. The articles in this issue point to the need to go beyond the standard recommendations of effective teaching practices, and delve into a deeper appreciation of classroom realities, cultural and contemporary issues of language use, teacher training and language policy. While much of the information teachers are presented with often reduces classroom practices and teaching or training models to set formulas or trite recommendations, GIST strives to offer the work of practitioners who have taken the time to investigate, document, gather and analyze evidence from their settings in an effort to contribute to on-going understanding and conversations around a variety of issues facing teachers, coordinators, directors and principals in our daily practice.

Mora, Rivas, Lengeling and Crawford contribute to a series of publications in GIST on the issue of language brokering, particularly in the case of Mexican transnationals who return to Mexico to become English teachers. The study reveals the important role these individuals play as language brokers, particularly in their role as future teachers.

Córdoba, Rodríguez and Gaubil outline the design and implementation of an in-service teacher training program for EFL teachers in Costa Rica and its role in improving the English language level of the majority of the country's teachers.

From Chile, **Pelusa Orellana** offers an exploration on the use of the seminar format with pre-service English teachers. Implementation of Socratic dialogue and the Paideia seminar protocol led to an increase in more elaborated arguments and overall sophisticated thinking in students.

Paula Ramirez Marroquín reports on the articulation of formative research and the classroom projects implemented at a university in Bogotá. This study is interesting as it includes student and teachers' voices as key perspectives in the examination of classroom practices and department policies and curriculum.

Oliva and Núñez explore how integrating language and content with second language learners may play a role in the development of learner autonomy.

Jenny Melo León explores the promotion of critical thinking in preschool classes in an immersion school setting in Bogotá, Colombia. This baseline study helps argue the need to investigate classroom realities first before advocating the implementation of particular techniques or even curricular projects.

In terms of the intersection between language change, culture and current usage, and the challenge this presents to language teaching, GIST is pleased once again to publish work by **Omowumi Steve Bode Ekundayo**, in which he explores the issue of orthographic intraference in examples of Educated Nigerian English.

Finally, **Juan David Parra** explores the current paradigm of critical realism in language policy debates and the need to involve educators and their experiences in the public discourse. It is our hope that readers enjoy this issue, find it thought provoking, and are stimulated to contribute with research of their own in upcoming issues.

Editor

***Josephine Taylor** received her BA in English and French from Emory University and her MS in the Teaching of English as Second Language from Georgia State University, both in Atlanta, Georgia. She has been a teacher of English language and linguistics for more than 25 years, as well as administrator, curriculum designer, and external reviewer of language education programs in the U.S. and Colombia. She has also worked extensively in English language publishing, as author, course developer and editor. Josephine is currently the Editor of *GIST Education and Learning Research Journal* and Adjunct Professor in the undergraduate and graduate bilingual teaching programs at the *Institución Universitaria Colombo Americana, ÚNICA*.